

**TEACHING AND LEARNING IRREGULAR VERB OF
SIMPLE PAST TENSE THROUGH MATCHING GAME
AT THE FIRST SEMESTER OF THE EIGHTH GRADE
OF SMPN 1 KELUMBAYAN BARAT IN THE
ACADEMIC YEAR OF 2020/2021**



A Thesis

Submitted as a partial fulfillment of
the requirements for S1-Degree

By:

FITRI INDRIYANI
NPM. 1211040012

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2021**

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2021**

ABSTRACT

This research is about teaching and learning irregular verb of simple past tense through matching game at the first semester of the eighth grade of SMPN 1 Kelumbayan Barat in the academic year of 2020/2021. The objectives of this research were to describe process of teaching learning irregular verb of simple past tense through matching game, to describe the students' problems and to describe the teacher's problems in teaching and learning process.

In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class VIII C as the sample which consisted of 26 students. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion drawing or verification.

After analyzing the data, there were three points of the results. The first, the process of teaching and learning irregular verb of simple past tense through matching game at SMPN 1 Kelumbayan Barat was run well. The second, the teacher got difficulties in managing the time. There was no available textbook that can be used in teaching irregular verb through matching game. And inadequate of teaching aids. The thirdh, students got difficulties in memorizing the irregular verbs that they had learnt; the students got difficulties in prononcing the words; the change of the verb form and confused of the words' meaning.

Keywords: *Matching game, Irregular Verb of Simple Past Tense*

DECLARATION

I hereby declare that this thesis with entitled: Teaching and Learning Irregular Verb of Simple Past Tense through Matching Game at the First Semester of the Eighth Grade of SMPN 1 Kelumbayan Barat is completely my own work. In making this research, I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 4th Dec, 2020
Declared by,

Fitri Indriyani



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SIMPLE PAST TENSE THROUGH MATCHING GAME
AT THE FIRST SEMESTER OF THE EIGHTH GRADE
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MOTTO

نَسُوحًا أَوْ آوَعْتَ أُولَٰئِكَ أَكُفِّرَنَّ بَعْضُهُمْ أَسْأَفًا أَمْ يَكُفِّرُنَّ كُلُّهُمْ أَسْأَفًا أَمْ يَكُفِّرُنَّ كُلُّهُمْ أَسْأَفًا أَمْ يَكُفِّرُنَّ كُلُّهُمْ أَسْأَفًا

“And follow the best of (the courses) revealed to you from your Lord, before the penalty comes on you—of a sudden, while ye perceive not¹”

(Q.S Az – Zumar :55)

¹ Abdullah Yusuf Ali, *The Meaning of the Holy Quran*, New Edition with Qur'anic Text (Arabic) Revised Translation, Commentary and Newly Compiled Comprehensive Index-Reprint (Beltsville, Maryland, U.S.A. : Almana Publications, 2004), P. 1196

DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, Mr. Margono and Mrs. Jumikem who always love me and wish for my success.
2. My beloved brothers and sisters, Maryati, Fatmawati, and Nur Ali Mustaqim, Wahyudin and Roby Mardjianto who always give me support and motivation.
3. My beloved nephews, Aisyah Silmi Afiqah and Abimanyu Satrio Widjaksono.
Thank you so much always make me happy when i was down.
4. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Fitri Indriyani. She was born in Kebumen on September 29th, 1993. She is the last child of Margono and Jumikem. She has two sisters, their names are Maryati, S.Pd.I and Fatmawati, and one brother, his name is Nur Ali Mustaqim.

Researcher graduated from Elementary School at MI Mathla'ul Anwar Kebumen and finished in 2006, and then she continued her study in Junior High School at SMPN 1 Ambarawa and completed in 2009. And then, she attended her study at MAN 1 Pringsewu and graduated in 2012. In the same year, she was registered as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic University Raden Intan Lampung.

ACKNOWLEDGMENT

All praises are due to Allah SWT., the creator of the universe. Because of His blessing the researcher could finish this graduating paper. Peace and salutation are always given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “Teaching and learning irregular Verb of simple past tense through matching game at first semester of the eighth grade of SMPN 1 Kelumbayan Barat in the academic year of 2020/2021”. It is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

However, this success will not be achieved without support, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that it is an appropriate moment to give my deepest gratitude for:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 4th Dec, 2020
The Researcher,

Fitri Indriyani
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an International Language and it is very important nowadays. It is the language of globalization, international communication, commerce and trade. People who are able to communicate in English will get easier to gain more information and knowledge.

In Indonesia, English has been introduced as a foreign language in Elementary School, Junior High School, Senior High School and University level. At Junior High School level, it is taught to the students as a compulsory subject. The teaching of English at school involves the teaching of the four skills: listening, speaking, reading and writing as well as some language components like grammar, tenses, and vocabulary.

Although English has been taught to the students for years, it is still difficult for them. They seem to have problems in mastering components of the language such grammar, pronunciation, tenses and vocabulary that really play important roles in mastering a language.

Grammar is one of the components that must be mastered by the students to learn English. That is why, learning English grammar is very important to understand English easier. Harmer states that studying grammar means knowing how

different grammatical elements can be strung together to make chains of words.¹ Geoffrey, Margarret and Robert Hoogenraad said that grammar is a mechanism of putting words together, but we have said little about sound and meaning. We can think grammar as being central part of language which relates sound and meaning. The meaning of a message conveyed by language has to be inverted into words input together according to grammatical rules, and these words are conveyed by sound.²It means that by mastering grammar, the learners will know how to arrange a phrase, a clause, and how to make a sentence then it can be communicated well.

Vocabulary is one of the important language components used to support laerners to master language. Without mastering vocabulary, the learners will find difficulties in mastering the language skills. Vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write. Cameron says, “ vocabulary is fundamental to using the foreign language as discourse.”³ While Thornbury says, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”⁴. It is true that might be impossible to learn a language without mastering vocabulary. Because of the limited vocabulary, the learners cannot communicate to others clearly.

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh Gate, England, 2007), p. 32

² Geoffrey Leech, et. al, *English Grammar for Today*, (New York, Macmillan Press, 2000), p. 4

³Lyne Cameron. *Teaching Learning to Young Learners*. (London : Cambridge university press, 2002). p. 46.

⁴Scott Thornbury, *How to Teach Vocabulary*. (London : Pearson education limited, 2002).p. 13.

One of the part of vocabulary is verbs, regular and irregular verb. Verbs are words that show action, activity, or what it does.⁵ Verbs in a sentence described activities or things done by subject, physical or mental activity. ⁶it means that verb is an important part in a sentence. Therefore, verbs must be thoroughly studied and mastered by the students.

To make a correct sentence, the students should know the tense will be used, and the pattern of the tense itself, what the verb that they should use to make that sentence appropriate with the tense. Many students still have difficulties in mastering tense, especially in using verb in make Past tense sentence. The students' are still lack in their vocabulary that's why they are still confuse in using regular verbs or irregular verbs in past form of sentence when they should use V1 or V2. That's why the appropriate tehniqe such a game in delivering lesson in the classroom should be considered. One of the game is matching game.

According to Hadfield, "matching games is a game to match the corresponding pair of cards or pictures, and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding cards or pictures or as a pair work or small group activity⁷. According to Paramita, the matching game successfully improved the students' understanding on irregular verb of simple past tense.⁸ In addition a variety games, role plays, simulations,

⁵ Sjah Djalinus, *Modern English Grammar*, (Jakarta: CV. Simplex, 1977), p. 30

⁶ Capella University, '*Grammar Handbook*', in Capella University, p. 10.

⁷ Hadfield, J. *Elementary Vocabulary Games*. (England: Longman) 1998 .p4

⁸Paramita, Thesis "The Use of Matching Game To Improve Students' Understanding On Irregular Verb Of Simple Past Tense at the 8th Grade of Mts Al Ittihad Semowo, Pabelan 2015/2016" State Institute of Islamic Studies Salatiga

and task based communication activities have been prepared to support communicative language teaching class⁹.

Based on the preliminary research done in SMP N 1 Kelumbayan Barat, it was found that teaching and learning irregular verb of simple past tense through matching game is applied there. From the interview it was found that many students at eight grade experienced difficulty in mastering irregular verb of simple past tense although the teacher had used matching game. Many students have problems in mastering irregular verb of simple past tense such as they still confuse in using regular verbs or irregular verbs in past form of sentence because of theirs' lack in vocabulary. ¹⁰ Here is the students' achievement of grammar mastery esppecially irregular verb of simple past tense at the sixth grade :

Table 1
Students' score for irregular verb of simple past tense at the eight grade
students of SMP N 1 Klumbayan Barat in 2020/2021 Academic Year

No	Class	Studetns' score		Number of Students
		<70	≥70	
1.	VIII A	16	10	26
2.	VIII B	18	8	26
3.	VIII C	20	6	26
4.	VIII D	18	8	26
Total Number of Students		72	32	104
Percentage		69.23%	30.77%	100%

Source : The data of the school.

⁹ Richard, J.C and Theodore, S.R, *Approach and Method in Language Teaching*, (London, Cambridge University Press, 1986), p.80

¹⁰Agung Mulyono S.Pd, Interview (On July 31 , 2020 At 11.00)

From the table above, it can be said that the total number of students who got difficulties in irregular verb are 72 from 104 students. Moreover, the teacher has already applied matching game in teaching irregular verb, but many students experienced difficulty in mastering irregular verb of simple past tense. As such, the researcher wants to know the teaching and learning process of English subject in SMP N 1 Kelumbayan Barat by observing the game used by the English teacher in teaching vocabulary especially irregular verb of simple past tense that is Matching game. In addition, the researcher wants to find information about the causes of bad score of the students, the problem faced by the teacher in teaching irregular verbs of simple past tense through matching game and those faced by students in mastering irregular verbs.

In addition, the researcher interviewed Mr. Agung Mulyono, S.Pd as the English teacher about the capability in mastering English, especially about their vocabulary. He said that the students experienced some problems in vocabulary mastery specially irregular verb of simple past tense.¹¹

There were some previous research or studies about matching game and irregular verb that relevant to the research as follows: the first study was conducted by Paramita with the tittle The Use of Matching Game to Improve Students' Understanding on Irregular Verb of Simple Past Tense. This classroom action research was carried out to improve the students' understanding on irregular verb of simple past tense through matching game. The result of the research showed

¹¹ Agung Mulyono, *English Teacher of SMP SMPN 1 Kelumbayan Barat*, An Interview on July 31st 2020

that matching game successfully improvement the students' understanding irregular verb of simple past tense.¹² The difference between previous research and present is this reasearch used qualitative reseach design and this research focus on teaching irregular verb of simple past tense through game.

The second research was conducted by Ana Setiana, Improving Second Years Students' Vocabulary By Using Matching Game at MTS Nurul Ulum Gadungan. This research employed CAR design in which the researcher acted out as the temporary teacher. The data were collected by using the observation forms and tests. The result of the research showed that matching game was able to increase students' vocabulary attainments.¹³ The difference between this reasearh is this research employed qualitative reserach design and to know the process of teaching and learning irregular verb of simple past tense.

The last research was The Effectiveness of Using Matching Game towards Students' Grammar Achievement of the Eight Grade at Mts Mamba'ul 'Ulum Buntalan Rejotangan Tulungagung conducted by Primita Amijayanti. The purpose of the research was to know the significant diferrence between students' grammar acheivement before and after being thought by using matching game. The research design in this research was pre- experimental design with one group pretest and posttest from quantitative approach. The result showed that the students mean pretest score was 41.12, and the means posttest score was 71.

¹² Paramita, *The Use of Matching Game to Improve Students' Understanding on Irregular Verb of Simple Past Tense*, (Salatiga: State Institute For Islamic Studies, 2017).

¹³ Ana Setiana, *Improving Second Years Students' Vocabulary By Using Matching Game at Mts Nurul Ulum Galungan*, (Malang: University of Muhammadiyah, 2010)

After analyzed by using paired sample t-test, it showed that T-count was 9.16, whereas T-table with significant level 5% and $df = 24$ was 2.064. So, T-count was greater than T-table. This means that H_a which states that there is significant effect in using matching game to teach grammar for eighth grade at MTs Manba'ul 'Ulum Buntaran Rejotangan was accepted. Whereas, H_o which states there is no significant effect in using matching game to teach grammar for eighth grade at MTs Manba'ul 'Ulum Buntaran Rejotangan was rejected. Based on the result of this study, matching game can be used as an alternative strategy to teach grammar especially in irregular verb of simple past tense for students at MTs or Junior High school level.¹⁴ The difference between this reasearh is this research employed qualitative reserach design and to know the process of teaching and learning, problems that faced by teacher and studens and teaching and learning irregular verb of simple past tense through the game.

From the explanation above, the researcher interested to conduct a research on teaching irregular verb of simple past tense through matching game. Therefore, this research entitled: Teaching and Learning Irregular Verb of Simple Past Tense through Matching at the First Semester of the Eighth Grade of SMPN 1 Kelumbayan Barat in the Academic Year of 2020/2021.

¹⁴Amijayanti, Primita, *The Effectiveness of Using Matching Game toward Students' Grammar Acheivement of the Eighth Grade at MTs Mamba'ul 'Ulum*, (Tulungagung: State Institute Islamic Studies, 2016).

B. Identification of Problem

Based on the background above the researcher identified the problems as follows :

1. Many students still experienced difficulties in learning irregular verb of simple past tense such as students confuse when they use regular or irregular verb although the teacher has used matching game.
2. Many students' vocabulary mastery especially irregular verbs of simple past tense is still low although the teacher has used matching game.

C. Limitation of the Problem

The limitation of the problem is the process of teaching and learning irregular verb of simple past tense through matching game and the problem of teacher and students in teaching and learning irregular verb of simple past tense through matching game at the first semester of the eight grade students of SMPN 1 Kelumbayan Barat in the academic year of 2020/2021.

D. Formulation of the Problem

Based on the limitation above, researcher formulated the problem as follows :

1. How is the process of teaching and learning irregular verb of simple past tense through matching game at first semester of the eight grade of SMPN 1 Kelumbayan Barat in the academic year of 2020/2021?
2. What are teacher's problems in the process of teaching irregular verb of simple past tense through matching game at first semester of the eight

grade of SMPN 1 Kelumbayan Baratin in the academic year of 2020/2021?

3. What are students' problems in the process of learning irregular verb of simple past tense through matching game at first semester of the eighth grade of SMPN 1 Kelumbayan Baratin in the academic year of 2020/2021?

E. Objective of the research

Based on the formulation above, the objectives of research are :

1. To know and describe the process of teaching irregular verb of simple past tense by using matching game at first semester of the eighth grade of SMPN 1 Kelumbayan Baratin in academic year of 2020/2021.
2. To know and describe teacher's problems in the process of teaching irregular verb of simple past tense through matching game at first semester of the eighth grade of SMPN 1 Kelumbayan Baratin in academic year of 2020/2021.
3. To know and describe students' problem in the process of learning irregular verb of simple past tense through matching game at first semester of the eighth grade of SMPN 1 Kelumbayan Baratin in academic year of 2020/2021.

F. Use of the research

The uses of the research are as follows :

1. For the students, to improve their vocabulary mastery specially irregular verb of simple past tense, by using matching game students more active and enjoy in learning English specially irregular verb of simple past tense.
2. For the teacher, to give information to the English teacher about teaching irregular verb of simple past tense through matching game and increase the teachers' motivation to enrich the teaching thecnique.
3. For other researcher, it can helps the other researcher that will conduct the resaerch and prepare a lot of theory that related the research.

G. Scope of the research

1. Subject of the research

The subject of this research was the English teacher and the student at the SMP N 1 Kelumbayan Barat in academic year of 2020/2021.

2. Object of the research

Object of the research was the teaching and learning irregular verb of simple past tense using matching game.

3. Place of the research

The research was conducted at SMP N 1 Kelumbayan Barat.

4. Time of the research

The research was conducted at the first semester in the academic year of 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching and Learning English

1. Definition of Teaching

Teaching may be regarded as providing opportunities for students to learn. It is an interactive process as well as an intentional activity.¹ It explains that teaching can make students get chance to study by being active students to success teaching process, also the students should have an occasional to practice English as much as possible in life.

Brown states, “teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something. Teaching also means giving instruction guiding in study of something, providing with knowledge, and causing to know or understand.”² It means that teaching is easy way to make students understand the knowledge because of the teacher’s gave points to the students.

¹ George Brown, *Effective Teaching in Higher Education* (New York: Rouledge, 2002),p.2

² H.D. Brown, *The Principles of Language Learning and Teaching*, (3rd ed) (London: Prentice Hall Regents, 1994), p.7

From the theories above, it can be concluded that teaching English is a process to helping students to get knowledge and make students understand it. The important things to make the students easy to understand the material are the teacher should be able to deliver the material clearly, happily, and carefully and have a good management in teaching.

2. Definition of Learning

The word ‘‘learning’’ is noun from the verb ‘‘learn’’ which has meaning ‘‘gain knowledge or skill in a subject or activity’’³. Besides that, learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes.⁴ It means that learning is a process to get knowledge that is cannot do in short time, the students must keep calm to learn English if they want that information and experience will be their skills.

Learning is essentially the process of change in mental behavior induced in a living organism by experience.⁵ This assumption implies that language learning is a process of acquiring another set off speech habit. In addition, the students will enjoy when they learn English with something interesting

³ Martin H. Manser, *Oxford Learner’s Pocket Dictionary*, (4th ed) (New York: Oxford University Press, 2008), p.250

⁴ H.D. Brown, *Op.Cit*, p.19

⁵ Theodore Hubener, *How to Teach Foreign Language Effectively*, (New York: New York University Press, 1989), p.5

strategy, technique, or game. It is means as a integrated process between learning and play a game.

Based on the explanation above, the researcher can concluded that learning is long process in transferring knowledge to the students and become they are understand and mastering knowledge.

B. Concept of Grammar

1. Definition of Grammar

According to Gerot and Wignel, grammar is a theory of language, of how languages is put together and how it works”⁶. Scott Thornbury said that grammar is defined as a description of the rules for forming sentences, including an account of the the meanings that these forms convey⁷. Based on the explanation above the meaning of message conveyed by language has to be converted into words put together according to grammatical rules, and these words are conveyed by sound. It is hoped that the rule of this grammar helps the readers, listeners, and the viewers to catch the main means of sentences or utterances that the writer or speaker produces. In short, grammar means the basic signals by which a language transmits its meanings. Hence, learning grammar is a must when students are expected to acquire a language.

⁶ Gerot And Wignel, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p. 2.

⁷ Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), p. 13

Language is acquired through practice; it is merely perfected through grammar.⁸ It is also supported by Douglas Brown who states grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. In other words, grammar tells us to construct a sentence (word order, verb and noun system, modifiers, phrase, clauses, etcetra.).⁹ It means that grammar is an important rule in language; therefore every language has its own grammar. The user of language cannot express their opinion or idea correctly if the sentences are not only one of the goals of the teaching; another important thing is that students should be able to use the words and phrase to express meaning.

Harmer states that grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language.¹⁰ It means that, if the students cannot master grammar well, they cannot produce a good sentence. As we know that language function is a first one tool communication which can communicate with written and oral, it needs knowledge of grammar in order to know the meaning of sentence or text.

Based on the statements above, it was clear that grammar is considered as a system of the rules of the language that is used in context of communication. That is why, by mastering grammar the students will be

⁸ *Ibid*, p. 25

⁹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, USA, 1994, p. 362

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Edition), Longman: Pearson Education Limited, 2001, p. 12

able to speak English or communicate with others correctly and English grammar determines how to construct words and at least it, especially for the students.

2. Scope of Grammar

Grammar is the analysis of language elements that convey meaning. These elements include sounds (phonetics and phonology), individual words (the lexicon), the constituent meaningful elements of words (morphology), the arrangement of words into phrases, clauses, and sentences (syntax), accent and stress (prosody), and the appropriate overall application of all these things in a given situation (pragmatics).¹¹ Beside that, grammar also have one of the important things that is tense. In English, tense is important to be learn. If we have understand tenses, we can understand the grammar in English.

C. Vocabulary

Vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary. Cameron says, “vocabulary is fundamental to using the foreign language as discourse”.¹² Thornbury says, “without grammar very little can be conveyed, without vocabulary

¹¹ Richard V. Teschner and Eston E. Evan, *Analyzing the Grammar of English*, 3rd Edition, Washington D.C : Georgetown University Press, 2007, p. 3

¹²Lyne Cameron. *Teaching Learning to Young Learners*. (London : Cambridge university press, 2002). p. 46.

nothing can be conveyed.”¹³ Vocabulary is one of the components of language which will make the language meaningful. Therefore without mastering vocabulary we cannot have communication. It is supported by Cameron, “vocabulary has been seen as a major resource for a language use”¹⁴.

Understanding vocabulary would be very influential for students in learning foreign language, according to Cameron in Alqahtani “vocabulary was one of many fields of knowledge in language that had a large influence on students in acquiring language.” While Wood, Keser and Linse in Alqahtani said “language development of students was influenced by the magnitude of their vocabulary development.”¹⁵

According to the theories above, it can be concluded that vocabulary is very important component in language learning. Without vocabulary we cannot communicate each other and also without vocabulary it is difficult to learn foreign language. Vocabulary is very important component in language learning because vocabulary is tool that used to communicate even to express our ideas such as in speaking, writing, listening and reading.

¹³Scott Thornbury, *How to Teach Vocabulary*. (London : Pearson education limited, 2002).p. 13.

¹⁴Lynne Cameron, *Op.cit* p.94.

¹⁵ Mofareh Alqahtani, ‘The Importance of Vocabulary in Language Learning and How to Be Taught’, *International Journal of Teaching and Education*, Vol. 3, No. 3, 2015, p. 22.

⁴ Helena Fortes Ferreira, ‘*How to Teach Vocabulary Effectively*’, (Praia: 2007), p. 11.

1. Kinds of Vocabulary

Linse stated that vocabulary is the collection of words that an individual knows¹⁶. While Hornby defined vocabulary as all the words that person knows or uses when they are talking about particular subject in particular language¹⁷. It means that vocabulary is all words that people knows and uses in particular language to communicate effectively.

According to Nelson, “words in English have classes that usually called part of speech”, there were:

a. Noun

Noun as a rule used to name of animal, person, thing, idea, event, or place.

b. Verb

Verb was one of several conditions in a sentence to be a complete sentence. Without a verb, a sentence could not stand. in mental actions (am, is are, ect) or physical (kick, swim, ect) done by the subject was shown through verbs.

c. Adjective

To modify nouns we could use this section, called adjective. Adjectives were words that confirm the number, size, quality of nouns.

¹⁶ C.T Linse and D. Nunan, *Practical English Language Teaching: Young Learners*. (New York, McGraw-Hil ESL/ELT, 2005), p. 121

¹⁷ A.S, Hornby, *Oxford Advanced Learner's Dictionary*. Oxford University Press, p. 1645

d. Adverb

Adverb has a function that resembles an adjective, which was to change the type of the word class. Adverb was able to change the class of words such as verb and adjective. Adverb was usually given an additionally at the end of the word.

e. Preposition

In English, to indicate a place or time was a function of preposition. the words included in the preposition are above, below, outside, in, on, at, nearby, near, since, bottom, under, up, out, inside, ect.

f. Conjunction

Popular conjunction to connect a sentence, phrase and clause. There were two kinds of conjunctions :

- a. Coordinator : coordinator functions to connect the same word or element. Like and, but, or.
- b. Subordinator : introduced a subordinator clause. Such as : after, before, although, if, since, as long as, provided that, in other that, etc.

g. Pronoun

English pronouns function to remodel the nouns. The main pronoun such as I, my, myself, mine, you, your, yourself, he, she, it.

h. Determiner

To introduced noun phrase commonly use determiner. It could be in the form of numeral, pronoun, article, etc. The main determiner such as a, the, this, that, each, one, second, many, some.¹⁸

As explained above, that the part of speech according to Nelson: noun, verb, adjective, adverb, preposition, determiner, conjunction, pronoun. In this study, researcher only focused on one of the various vocabulary types, namely the verb.

D. Concept of the Verbs

Verbs are words that show action, activity, or what it does.¹⁹ Verbs in a sentence described activities or things done by subject, physical or mental activity.²⁰ Silvia Robertson said that a verb in general is the key to the meaning of the sentence.²¹ It means that the verb is the most important thing in a sentence because a verb is a keyword to express the meaning in a sentence. Thus, without verb, it cannot be called as a sentence.

According to Marcella Frank verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences—statements, questions, commands, exclamations. Like the noun, the verbs has

¹⁸ Gerald Nelson and Sidney Greenbaum, *An Introduction to English Grammar Fourth Edition*, (London and New York: Routledge Taylor and Francis Group, 2016), p. 36

¹⁹ Sjah Djalilus, *Modern English Grammar*, (Jakarta: CV. Simplex, 1977), p. 30

²⁰ Capella University, 'Grammar Handbook', in Capella University, p. 10.

²¹ Hodder & Stoughton, *Parken Verboten (Teach Yourself: German Verbs)*, (German: Hodder Headline, 2003), p. 2

the grammatical properties *of person* and *number*, properties which require agreement with the subject.²² But the verb also has several other grammatical properties that are shared with no other part of speech. These properties are:

1. Tense

Special verb endings or accompanying auxiliary verbs signal the *time* an event takes place.

2. Voice

Special verb forms are arranged in certain positions with nouns to indicate whether the grammatical subject of a sentence is performing an action (The policeman arrested the burglar—active voice) or is itself being acted upon (The burglar was arrested by the policeman—passive voice).

3. Mood

Special verb forms mark (a) commands and requests; (b) statements expressing wishes, unreal conditions, or matters of urgency or importance.

4. Aspect

Certain verb forms, often with accompanying adverbial expressions, may indicate whether an event is to be regarded as a single point on a time continuum, a repetition of points, or a single duration with a beginning, a middle and an end. It is the aspect of duration that the English verb most

²² Marcella Frank, *Modern English A Practical Reference Guide*, (London: Prentice-Hall, Inc, 1972), p. 47

readily expresses through the progressive forms of the tenses.²³ In this research, researcher only focused on one namely tense.

1. Kinds of Verb

Verbs are variable lexemes. They have a number of different inflectional forms that are required or permitted in various grammatical contexts.²⁴ The most distinctive grammatical property of verbs is their inflection.²⁵ Inflectional is variation in the form of a lexeme determined by syntactic properties like singular and plural number in nouns, preterite and present tense in verbs.²⁶ Actually, the preterite form is similar to the past form of verb, such as watch – watched – watched.

According to their changes of form (inflection) verbs are divided into regular and irregular verbs.²⁷ In this research, researcher only focused on irregular verbs.

a. Regular Verbs

Regular verbs had certain patterns to change, Richards and Schmidt in Hadijah said that regular verb was “a verb which has the most typical forms in its language for grammatical categories such as tense or person.”²⁸ For the other opinion, according to Robertson in Stoughton

²³*Ibid.*, p. 47

²⁴Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (London : Cambridge university press, 2005), p. 29

²⁵*Ibid.*, p. 17

²⁶*Ibid.*, p. 301

²⁷James C. Fernald, *op.cit* p. 82

²⁸ Siti Hadijah, *'An Analysis Of Students' Ability In Using Regular Verbs And Irregular Verb In Writing Narrative Text At Senior High School 2 Muaro'*, 2000, p.1.

“regular verbs were verbs which conform to a certain pattern.” such the word *walk* that changed into *walk-walked-walked*, but *to be* could not change regularly as the word *walk*.²⁹ Regular verbs were verbs that change verb 1 to verb 2 or verb 3 just by adding d / ed at the end of the word.

According to Pramono regular verbs are verb in form of past tense and past participle which is added by ED/D.³⁰

1) In general verbs are added by “ED”

Table 2
The examples of regular verb in general

V1	V2	V3
Stop	Stopped	Stopped
Ask	Asked	Asked
Work	Worked	Worked
Open	Opened	Opened
Play	Played	Played

2) If the verbs are ended by E then Verb 2 and Verb 3 added by “D”.

Table 3
The examples of verbs are added by e then V2 and V3 are added by d

V1	V2	V3
Cycle	Cycled	Cycled
Change	Changed	Changed

²⁹ Hodder & Stoughton, *Parken Verboten (Teach Yourself : German Verbs)*, (German: Hodder Headline, 2003), p.4

³⁰ W. Pramono suseno, *Complete English Grammar*, (Nidya Pustaka), p. 22

Use	Used	Used
Smoke	Smoked	Smoked

- 3) If the verbs are ended by “Y” preceded by a consonant then suffix “Y” changed to “I” and then added by ED.

Table 4
The examples of verbs that are ended by Y preceded by a consonant then suffix “Y” changed to “I” and then added by ED

V1	V2	V3
Dry	Dried	Dried
Fry	Fried	Fried
Reply	Replied	Replied
Supply	Supplied	Supplied
Verify	Verified	Verified

- 4) If the verbs are ended by “Y” preceded by a vowel then suffix “Y” is not changed and added by ED.

Table 5
The examples of verbs are ended by “Y” preceded by a vowel then suffix “Y” is not changed and added by ED

V1	V2	V3
Destroy	Destroyed	Destroyed
Display	Displayed	Displayed
Decay	Decayed	Decayed
Decoy	Decoyed	Decoyed
Betray	Betrayed	Betrayed

- 5) If the verbs are ended by consonant and preceded by vowel, then the suffix is duplicated and added by ED.

Table 6

The examples of verbs are ended by consonant and preceded by vowel, then the suffix is duplicated and added by ED

V1	V2	V3
Bop	Bopped	Bopped
Drip	Dripped	Dripped
Rob	Robbed	Robbed
Stop	Stopped	Stopped

- 6) If the verbs are ended by “C” and preceded by a vowel then suffix “C” added by “K” and then added by ED.

Table 7

The examples of verbs are ended by “C” and preceded by a vowel then suffix “C” added by “K” and then added by ED

V1	V2	V3
Mimic	Mimicked	Mimicked
Picnic	Picnicked	Picnicked
Shellac	Shellacked	Shellacked
Bivouac	Bivouacked	Bivouacked

b. Irregular Verb

Irregular verb are the words which have their own rules in their changing³¹. In irregular verbs, the first principal part of a verb is the simple form of the verb, the second principal part is the past tense, the third principal part is participle. The principal of the irregular verbs will be given below, grouped according to the type of irregularity they show:³²

1. All Three Principal Parts are Different

Table 8
The examples of irregular verbs that all 3 participial parts are different

Simple form of the verb	Past tense	Past Participle
a. Verbs that pattern like: SING, SANG, SUNG		
Begin	began	begun
Drink	drank	drunk
Ring	rang	rung
b. Verbs that pattern like: BREAK, BROKE, BROKEN		
Break	broke	broken
Choose	chose	chosen
Freeze	froze	frozen
Steal	stole	stolen
Speak	spoke	spoken
c. Verbs that pattern like: blow, blew, blown		
Blow	blew	blown
Draw	drew	drawn
Grow	grew	grown
Know	knew	known
Throw	threw	thrown
d. Verbs that pattern like: drive, drove, driven		
Drive	drove	driven
Ride	rode	ridden
(a)rise	(a)rose	(a)risen
Strive	strove	striven
Write	wrote	written

³¹ *Ibid*, p. 24

³² Marcella Frank, *Op.Cit*, p. 61

e. Verbs that pattern like: wear, wore, worn ³³		
Bear	bore	borne, born
Swear	swore	sworn
Tear	tore	torn
Wear	wore	worn
f. Verbs that pattern like: bite, bit, bitten		
Bite	bit	bitten/bit
Chide	chid/chided	chidden/chided/chid
Hide	hid	hidden
g. Verbs that pattern like: shake, shook, shaken		
Forsake	forsook	forsaken
Mistake	mistook	mistaken
Shake	shook	shaken
Take	took	taken
h. Verbs that pattern like: give, gave, given		
Forbid	forbad(e)	forbidden
Forgive	forgave	forgiven
Give	gave	given
i. Verbs that pattern like: mow, mowed, mown		
Hew	hewed	hewn
Mow	mowed	wown
Sew	sewed	sewn
Show	showed	shown
Saw	sawed	sawn
Strew	strewed	strewn
j. Miscellaneous		
Be	was	been
Dive	dove/dived	dived
Do	did	done
Eat	ate	eaten
Fall	fell	fallen
Go	went	gone
Lie	lay	lain
See	saw	seen
Slay	slew	slain
(a)wake	(a)woke	(a)waked ³⁴

³³ *Ibid*, p.62

³⁴ *Ibid*, p.63

2. Second and Third Participal Parts are Alike³⁵

Table 9
The examples of irregular verbs that second and third participal parts are alike

Simple form of the verb	Past tense and Past Participle
a. Verbs that pattern like: HANG, HUNG	
cling	clung
dig	dug
hang	hung
sling	slung
slink	slunk
spin	spun
stick	stuck
string	strung
wring	wrung
b. Verbs that pattern like: FEED, FED	
bleed	bled
breed	bred
creep	crept
dream	dreamt/dreamed
feed	fed
feel	felt
meet	met
sleep	slept
c. Verbs that pattern like: BRING, BROUGHT	
bring	brought
buy	bought
catch	caught
fight	fought
teach	taught
think	thought
d. Verbs that pattern like: BEND, BENT	
bend	bent
lend	lent
rend	rent
send	sent
spend	spent

³⁵*Ibid.* p. 64

e. Verbs that pattern like: BIND, BOUND		
bind		bound
find		found
grind		ground
wind		wound
f. Verbs that pattern like: PAY, PAID		
lay		laid
mislay		mislaid
pay		paid
say		said
g. Verbs that pattern like: SELL, SOLD		
sell		sold
tell		told
h. Miscellaneous		
abide(literary)		abode
build		built
forget	forgot(past participle <i>forgotten</i> American usage	
get	got(<i>gotten</i> American usage)	
have		had
hear		heard
hold		held
lose		lost
make		made
shoot		shot
sit		sat
slide		slid
understand		understood
win		won ³⁶

³⁶*ibid*, p.65

3. All Three Principal Parts are Alike

Table 10

The examples of irregular verbs that all three principal parts are alike

Simple form of the verb - Past tense and Past Participle
bet (sometime <i>betted</i> for the past tense and the past participle)
bid ((meaning offer money at an auction)
broadcast (sometime <i>broadcasted</i> for the past tense and the past participle)
burst
cast
cost
cut
hit
hurt
knit (also <i>knitted</i> for the past tense and the past participle)
let
put
read (<i>read</i> as the past tense and past participle is pronounced red)
rid
set
shed
shut
slit
spit (sometime <i>spat</i> for the past tense nad past participle)
spread
thrust

4. First and Third Principal Parts are Alike³⁷

Table 11

The examples of irregular verbs that first and third principal parts are alike

Simple form of the verb	Past tense	Past Participle
become	became	become
come	came	come
overcome	overcame	overcome
run	ran	run

³⁷ *Ibid*, p.66

5. First and Second Participal Parts are Alike

Table 12
The examples of irregular verbs that first and second participal parts are alike

Simple form of the verb	Past tense	Past Participle
beat	baet	beaten/beat

E. Concept of Tenses

The word “tense” derived ultimately from the Latin word “tempus” meaning “time”.³⁸ Tense commonly refers to to the time of the situation which relates to the situation of utterance or at the moment of speaking. According to Frank, tense is special verb ending or accompanying auxiliary verb signal the time an event takes place.³⁹ Almost all verbs can show the differences between the present, past, and future changing in the verb form.

Tense is a change in the verb that influenced by the time and nature of the event, all sentences in english could not be separated from tenses because all sentences must have something to do with the time and nature of the event.⁴⁰

Based on explanation above, the researcher can concluded that tense is a verb form or series of verbs forms used to express a time relation. Tense may also indicate whether an action, action, activity or state is past, present or future

³⁸ Jhon Lyons, *Linguistic Semantic an Introduction*, Cambridge: Cambridge University Press, 1995, p. 312

³⁹ Marcela Frank, *Loc.Cit.*, p. 47

⁴⁰ Erwin Hari Kurniawan, *Basic English Grammar*, (Kediri, 2011). p.2

form. In the teaching and learning process, a teacher should be able to make students understand about tenses, especially in a sentence, given that tenses were important in English.

Table 13
The Simple Tense

Tense	Examples	Meaning
Simple present tense	(a) It snows in Alaska (b) I watch television every day	The simple present tense express events or situation that exist always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.
Simple past tense	(a) It snowed yesterday, (b) I watched television last night.	At one particular time in the past, this happened. It began and ended in the past.
Simple future tense	(a) It will snow tomorrow. (b) I will watch television tonight.	At one particular time in the future, this will happen.

Tenses are grammatical category of verbs used to express distinctions of time.⁴¹ It means that tenses are one of important aspect in learning English. By mastering tenses in English, the students will be able to make correct sentences even in spoken or written form. Tenses are also as the part of basic structure in language. People should understand and concern about structure especially tenses. Tense is a form of verb used to indicate the time and

⁴¹ <http://www.thefreedictionary.com/tense> accessed on 11st January 2020

sometime the continuation or completeness of an action in relation to the time of speaking.⁴² It means that tenses are used to indicate the action to relate of the time when the action is happened.

F. Concept of Simple Past Tense

1. The definition of simple past tense

The simple past indicates that an activity or situation began and ended at a particular time in the past.⁴³ It is in line with Frank who says that the simple past tense represents definite time, whether a time word is given or not⁴⁴. It means that past tense refers to an activity that occurs in definite time in the past.

In addition, Cowan states that simple past tense frequently occurs with expressions that indicate a specific point in time whether action was carried out.⁴⁵ Furthermore, simple past tense refers to a complete an activity or state that happened or that was true at a certain point or at a certain period of the time in the past.

Murcia and Larsen also explain that the core meaning of the past tense adds is a sense of remoteness. The simple past tense is used when the speaker conceptualizes a complete event factually, but as remote in some way.⁴⁶ This

⁴² <http://oxforddictionaries.com/definition/english/tense--2> accessed on 11st January 2020

⁴³ *Ibid.*, p. 27

⁴⁴ Marcella Frank, *Op. Cit.*, p. 73

⁴⁵ Ron Cowan, *The Teacher's Grammar of English*, (Cambridge: Cambridge University Press, 2008), p. 359

⁴⁶ Marriane Celce Murcia, *Op. Cit.* p. 114

explanation has the same meaning with the earlier definition above, that is talk about a complete action or event occurred in the past, the remoteness here comes in the feeling that the action or event is over.

According to Seaton and Mew, they point out “simple past tense is used to talk about things that happened in the past”.⁴⁷ This statement is in line with Leech and Svartvik, they said that simple past tense is used when the past happening is related to a definite time in the past.⁴⁸ In other words, simple past tense is used to express an event or activity that happened at a definite time in the past.

From the explanation above, the researcher concludes that simple past tense is used to talk about an action, situation or event that occurred at a definite time in the past. The simple past tense is used to talk about a complete action at a time before now. The time of action can be in the recent past or the distant past. Our experience is an event that happened in the past time, so that if we will write about experience we use simple past tense.

2. Form of Simple Past Tense

Simple past tense is formed by adding *-d* or *-ed* for regular verbs, and for irregular verbs is formed with irregular ways. According to Veit, “the simple past tense is formed by adding *-d* or *-ed* to the present form, examples:

⁴⁷ Anne Seaton and Y. H. Mew, *Basic English Grammar of English Language Learners*, (Irvine Saddleback Education Publishing, 2007), p. 98

⁴⁸ Geoffrey Leech and Jan Svartvik, *A Communicative Grammar of English*, (Harlow: Pearson Education Limited, 2002), p. 69

talk/talked, bake/baked, and need/needed. In contrast, irregular (or strong) verbs formed by irregular ways; do/did, have/had, take/took, and get/got. Linking verbs are even less regular, with multiple forms in both present tense (am, is, are) and past tense (was, were).⁴⁹ It means that regular form in simple past tense is formed by adding suffix d/ed while irregular verbs are fall outside the standard patterns of conjugation in the languages in which they occur and in form it uses verbs past to identify the form. In normated sentences, past tense uses to be was/were as a predicate.

Simple past tense was a tense that was more often used to talk about the past. The table bellow is talking about time signal of simple past tense.

Table 14
The time signal of simple past tense

Yesterday	A week ago	Several days ago
Two years ago	A few minutes ago	An hour ago
Last year	A few day ago	A month ago
Last night	A week ago	A year ago
Last week	In 2000	A moment ago

Source: Betty Schramper Azar, Fundamental of English Grammar, 1996

The table above was talking about the time signal of simple past tense, by way of illustation: yesterday, two years ago, last year, last week, in 2000, several days ago, ect.

⁴⁹ Richard Veit, *Discovering English Grammar*, (Boston: Houghten Mifflin Company, 1986), p. 150

The uses:

- a. To indicated the habitual action in the past time.
- b. To indicated the complemeted activity in the past event and the time known.
- c. To indicated the activity or situation began and ended at a particularly time in the past.⁵⁰

3. The formula of simple past tense

Jamil argues that the formula of simple past tense can be in the various forms. It can be classified in three kinds of sentences, they are⁵¹ :

Past Tense Verbal

- a. Positive sentence

Subject + verb2 + object/adverb

For example :

(1) We *learnt* English in this class

(2) He *worked* here with them

Example (1) is a positive sentence using simple past tense.

In this sentence (1) *We* is as a subject, *learnt is* as a verb 2 or past verb which is from verb 1 or present verb *learn*, *English* is as an object and

⁵⁰ Betty Schramper Azar, *Fundamental of English Grammar*, (3rd Ed), (Longman, Wahington, 2003), p.25.

⁵¹ Jamil A. *Buku Pintar 16 Tenses*, (Yogyakarta: Buku Pintar, 2014) p.49-50

in this class is as the adverb of place. In example (2), *he* is as a subject, *worked* is as a verb 2 or past verb which is from verb 1 or present verb *work*, *here with them* is as an adverb of place.

b. Negative sentence

<p>Subject + did + not+ verb 1 + object/adverb</p>

For example :

(1) I did not *get* a prize

(2) He did not *sing* a song

Example (1) is a negative sentence using simple past tense. In sentence (1), *I* is the subject. As it is a negative sentence auxiliary verb *did* and negation are added before the verb. *Get* is the verb 1 or present verb, and *prize* is the object. In example (2), *he* is the subject. As it is a negative sentence, auxiliary verb *did* and negation are added. *Sing* is the verb 1 or present verb, *song* is the object.

c. Interrogative sentence

<p>did + Subject + verb 1 + object/adverb</p>
--

For example :

(1) Did you *write* a letter?

(2) Did they *read* an Indonesian magazine?

Example (1) and (2) are interrogative sentences using simple past tense. In interrogative sentence, an auxiliary *did* is used in the beginning of the sentence. Past verb is not used anymore. Instead, present verb is used. In example (1) and (2), the verbs are *write* and *read*.

Past Tense Nominal

Past tense nominal was a sentence that used to be (was, were) as a predicate then followed by noun or adjective. For example of positive sentence like She was a painter. The formulation as follows:⁵²

(+) Subject + Was/were + Complement

(-) Subject + Was/were not + Complement

(?) Was + Subject + Complement

Examples:

(+) Layla was sad last night

(-) Layla was not sad last night

(?) Was Layla sad last night?

⁵²*Ibid*, p.51

G. Game

1. Concep of Game

According to Hadfield, a game is an activity with rules, a goal and element of fun.⁵³ Similarly, Harmer states; “Games are a vital part of a teacher’s equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of along day to send students away feeling cheerful about their English class”⁵⁴. It means that games can be the media to teach English grammar learners for some reasons. Wright, David, and Michael define game as a fun activity which is challenging and entertaining for learning and make good strategy in communicating between players⁵⁵.

From the statement above, it can be concluded that games is a fun, amusing and challenging activity that can be used in teaching to make students more enjoy in learning and make the student easier in understanding the materials and easier in memorizing the new words. Through experiences with situations in which a language is used by the students, they will be easy to learn and used the language.

⁵³ Hadfield .*Elementary Vocabulary Games*.(England: Longman) 1998 .p4

⁵⁴ Harmer *The Practice of English Language Teaching: New Edition*. New York: Longman.1991 p101

⁵⁵ Wright,A, David, B and Michael, B *Games For Language Learning*,(New York: Cambridge University Press,2006)p 1

Hadfield said that kinds of games, they are⁵⁶:

a. Information gap

Students ask their partners to get missing information to complete the task or card they have or together solve a problem.

b. Guessing games

The player with the information deliberately withholds it, while others guess what it may be.

c. Search games

Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.

d. Matching games

These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.

e. Matching-up games

Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise, the group must reach an agreement.

⁵⁶ Hadfield. *Op.cit.* p. 4

f. Exchanging games

Players have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.

g. Collecting games

Players need to collect cards in order to complete a set. Combining activities. Players must act on certain information in order to arrange themselves in groups.

h. Arranging games

Players must acquire information and act on it in order to arrange items in a specific order.

One of games that mentioned by Hadfield is matching game. In this research the researcher focused on matching game.

2. Matching Game

Matching games is a game to match the corresponding pair of cards or pictures, and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding cards or pictures or as a pair work or small group activity⁵⁷. Media is tools or everything that can be used to deliver a message from the sender to

⁵⁷ *Ibid.* p .8

receiver, so it can be stimulate the mind, feelings, interests and concerns of students so that the learning process takes place effectively and efficiently as expected⁵⁸. In this research, the teacher uses cards as the media in teaching irregular verb of simple past tense through matching game, the cards that contains of question card (verb 1) and answer card (verb 2).

Matching game is one of the teaching techniques which can be used in co-operative learning, where students have to find their partner. In this game, the students are divided into two groups, group A and group B. Each of the students in each group get one card. The students in group A get the question cards that related to the topic while the students in group B get the answer cards. After they find their matches, they have to report it to the teacher and the last step is the teacher asks them to compose sentences based on the words they got on their cards.

a. The characteristics of making a matching game are bellow:

1) Materials

The material of this game is card with a verb (verb 1 or verb 2) written on each in different types, verb 1 on question cards, verb 2 on answer cards.

⁵⁸ Sadiman, A. *Media Pembelajaran dan Proses Belajar Mrngajar, Pengertian Pengembangan dan Pemanfaatannya*, (Jakarta: Raja Grafindo Peraksa.2002)p.6

2) Time

This game takes 20 minutes to play.

b. Procedure

1. The teacher prepares cards. The card is divided into two types: one type consists of the questions, and the other consists of answer.
2. Teacher divided the class into two groups, A group and B group
3. The cards spread to the students. Each student gets one card, the question cards for A group and the answer cards for B group, some cards are conditioned not to have a partner.
4. Students are asked to matching the cards with their appropriate pairs. Each of students must be able to find the matchs of their cards on time to get scores. If the students can not answer the question card in a given time, they will get punishment that is agreed before.
5. Each of student is given a time about 10 second to determine the answers or questions from their own card
6. Change the position of groups with new cards until all have a question to be answered
7. Teacher with the students make a conclusion from the material given.⁵⁹

⁵⁹Aqib Z, *Model-Model Media dan Strategi Pembelajaran Kontekstual*, (Bandung:Yrama Widiya.2013), p. 23

3. Advantages and Disadvantages of Matching Game

Every methods and strategy have the advantages and disadvantages, matching game is no exception. According to Aqib, the advantages and disadvantages using matching game are:⁶⁰

a. The Advantages

- 1) The students looking for the couple while learning about a concept or topic in a pleasant atmosphere.
- 2) Each student can be directly involved in answering a question given to them in the form of a card.
- 3) It can help avoid students being bored during the teaching-learning process.
- 4) Student cooperation will emerge dynamically
- 5) There is dynamic mutual help between the students
- 6) It can create a more interesting classroom atmosphere

b. The Disadvantages

- 1) Requires guidance from the teacher to conduct the activity
- 2) The time needed to be limited, students is not to let play too much in the learning process

⁶⁰*Ibid*, p.24

- 3) Teachers need to prepare adequate materials and tools
- 4) Will create noise and crowds that are not controlled

H. Concept of Teaching and Learning Irregular Verb through Matching Game

Teaching vocabulary -irregular verb- is clearly more than just presenting new words. Teacher must be careful in selecting the vocabulary or verbs that he/she will teach. Both students and teacher need to know how it talks about language at various points during learning and teaching.⁶¹ It means that in teaching irregular verb the teacher have mastery the verb more than students, So if he/she want to teach they are must know the point of the theory that will transferring in teaching and learning process.

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. According to Harmer there are various ways a teacher can explain the meaning of words when teaching vocabulary and this should be a major part of the teaching performance⁶². Repetition is an important aid to learning and having to actively recall or “retrieve” a word is a more effective way of learning than simple exposure or just seeing a word

⁶¹ Jeremy Harmer, *How to Teach English*, (London : Longman, 2002),p.34.

⁶² *Ibid.*,p.229

over and over. ⁶³ it can be interpreted that repeating irregular verbs helps students remember better than just seeing the verbs.

In order to encourage students to get more interested in learning English especially EFL irregular verb, teachers have to create a fun element in the class such as using a game or interesting technique, so the students will not be boring. One of the games is matching game. According to Hadfield, “Matching games is a game to match the corresponding pair of cards or pictures, and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding card or picture or as a pair work or small group activity⁶⁴”. From the statement above, it can be said that matching game is a game that can make students more interested in learning and avoid students being bored. By using matching game students hopefully can get many irregular verbs that will be useful to them in their enthusiasm in the learning process and make good interaction between teacher and students.

According to the explanation above, it can be concluded that teaching and learning irregular verbs of simple past tense through matching game is an activity that teaches and learns about new words by matching game. It means that in teaching language learning and language used.

⁶³ Jeanne McCarten, *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*, (New York : Cambridge University Press, 2007), p.21.

⁶⁴ Hadfield. *op. cit.* p.8

I. Procedures of Teaching and Learning Irregular Verb of Simple Past Tense Using Matching Game

There are some instructions to play matching game in the class are as follows:

1. The teacher prepares cards of verb. The card is divided into two types: one type consists of the questions, and the other consists of answer.
2. Teacher divided the class into two groups, A group and B group
3. The cards spread to the students. Each student gets one card, the question cards for A group and the answer cards for B group, some cards are conditioned not to have a partner.
4. Teacher asked the students to match the cards with their appropriate pairs. Each of students must be able to matching their cards on time to get scores. If the students can not answer the question card in a given time, they will get punishment that is agreed before.
5. Each of student is given a time about 10 second to determine the answers or questions from their own card
6. Change the position of groups with new cards until all have a question to be answered
7. Teacher with the students make a conclusion from the material given.⁶⁵

⁶⁵Aqib, Z.*Op.Cit.* p.23

J. Teacher's Problems in Teaching Vocabulary

There are some problems by the teacher in teaching vocabulary which affects the outcomes of teaching learning vocabulary in the class. In this case, researcher focused on irregular verbs. Some of those problems, as Thakur states, it can be described as follows :

- a. *Over-crowded class*, teachers of English experience a lot of problems in handling such a big class. It is difficult to pay attention to individual students and it is very much desirable in English classroom.
- b. *Lack of Competent Teachers*, lack of competent teachers are the main source of trouble as far as the teaching of English in schools. They are either trained in old methods and have never cared to look for something better in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not affects this subject while under training.
- c. *Faulty methods of teaching*, in the teaching of English suffer from the faulty methods of teaching. In most of the schools, the translation method is the sole favorite with the teachers. The teacher pick up the reader, translate the paragraph, write the meanings of difficult words on the blackboard and assigns some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice so

that when they pass out, they are as ignorant as they were when they first entered the English class.

- d. *Non-available of good textbooks*, the textbook of English used in school are sub-standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select beforehand graded vocabulary for use in the textbooks.
- e. *Apathy to New Technique and procedure*, most of the teachers working in middle and high schools are both ignorant and apathetic to the new techniques and procedures of teaching English. The new generation of teachers is being given training in new methods but the teachers fail miserably when they are actually put on the job.
- f. *Inadequate provision of teaching Aids*, a general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcards which can greatly help them in teaching their subject well.⁶⁶

From the explanation above, it can be concluded that teaching vocabulary especially irregular verbs is not just presenting new verbs but also the meaning of the verb itself and the use of word in various contexts. Some problems may commonly come by the teaching process are crowded, teachers have faulty techniques in teaching, lack of competence of a teacher, the classic of method, non-availability of textbooks and apathy in new

⁶⁶Jyoti Thakur, *Challenges and Prospects in Teaching English*, (Delhi : Chitkara University, 2013), p. 127-128.

technique. All those problem should be solved by the teacher to make succesfull teaching and learning. In this research, researcher analysed some points of the teacher's problems that related to the research, t he points are over, not available of good textbook, and inadequate proveision of teaching aids and quite of crowded class.

K. Students' Problems in Learning Vocabulary

A student is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. As Thornbury says, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed."⁶⁷ It means that vocabulary; irregelar verb has a big contribution in supporting the succesful of language used. It is impossible to learn about language if students are lack of vocabulary. In learning vocabulary, students may have problems. They include:

- a. *Pronunciation*, research shows, the words that difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.
- b. *Spelling*; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation of spelling, and can contribute to a word's difficulty.

Words that contain silent letters are particularly problematic.

⁶⁷Jeremy Harmer, *Op.Cit.* p. 153.

- c. *Length and complexity*, long words seem to be more difficult to learn than the short ones. Dealing with complex words also tends to be more difficult than the simple one.
- d. *Grammar*, also problematic is grammar associated with the word grammar of phrasal verb is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e. *Meaning*, when two words overlap in meaning, students are likely to confuse them. Words with multiple meaning can also be troublesome for students. Range, connotation, and idiomatically, words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too.⁶⁸

From the theory above, it can be concluded that in learning vocabulary; irregular verb, the students may have some problems and difficulties. Some of those problems are the students felt that the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function is boring, students only think of vocabulary learning as knowing the primary meaning of new word. In this research, researcher analysed some points of the students problems according to the students and their ability, the points are pronunciation, spelling, grammatical, and meaning.

⁶⁸*Ibid*, p. 27-28.

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